**Literary and Factual Text Types identified in K-6 English Syllabus**

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| **End of Stage 3** – students would be expected to be able to construct all text types independently, BUT only after teacher has explicitly modeled and then jointly constructed texts with students. Ie no student would be asked to write a text without being supported by explicit teaching first. | | | |
| ***Social Purpose*** | ***Text Type*** | ***K-6 Focus on text features*** | ***Teaching Points*** |
| To examine issues from more than one perspective and make recommendations based on evidence  Persuasive | Discussion  *Eg texts in information books,, print media, submissions, debates, current affairs, interviews, conversations.*  *BST 2004 Getting a Dog* | The issue is clearly stated.  Use of language that indicates that different positions/perspectives can be taken about an issue.  Information is organized about different points of view and stages of a discussion are used to logically and effectively organize information and arguments.  Discussions are well supported by arguments and evidence.  Language that indicates shift from one point of view/one set of evidence to another in support of a different position. eg “however”, “on the other  is consistent with the arguments presented. |  |
| To explain scientifically how technological and natural phenomena come into being.  Informative | Explanation  *Eg scientific texts in books*  *BST 2005 How milk is processed*  *ELLA 2006 Producing Chocolate* | Explanation texts that give accurate, researched, sequential and causal explanations with supporting visual information eg diagrams, maps, charts, flowcharts.  Language that focuses on cause and effect relationships and technical vocabulary. hand”, “furthermore”  Recommendation is made that  Texts are accompanied by conjunctions and connectives to show cause and effect eg “then”, “consequently”, “if”, “when” |  |
| To state a position with respect to an issue and argue a case for *or* against  Persuasive | Exposition  *Eg texts in information books, print media, letters to editor, editorials.*  *BST 2007 Litter*  *ELLA 2007 National Parks*  *ELLA 2005 School Excursion* | Language used clearly states a position.  Sustained arguments with supporting evidence on a range or research issues.  Expositions are effectively organized in the appropriate stages.  Point of view is maintained, concealing personal bias by using an impersonal style and using a logical structure.  Conjunctions and connectives give the text coherence. |  |
| To describe a particular living, non-living or natural phenomenon  Informative | Factual Description  *Eg texts in information books.* | Technical language is embedded in the description. |  |
| To record a series of events in the sequence in which they occurred.  Informative | Factual Recount  *Eg historical texts in books, letters,*  *ELLA 2004 Newspaper report* | Detailed researched recounts.  Various language choices for indicating time sequence. Eg “after |  |
| To classify and describe general classes of phenomena.  Informative | Information Report  *eg scientific texts in books, documentary*  *BST 2006 Birds* | Reports based on unfamiliar research topics from a number of KLAs.  Classification and description are developed as specific stages.  Information and vocabulary is technical in nature.  Texts are often supported with visual images eg diagrams and labeled sketches. |  |
| To entertain by dealing with a sequence of events that establish a relationship between a writer and reader  Imaginative | Literary Recount  *Eg some picture books, short stories, some fables and myths, autobiographies, humorous stories, some poems, films, some documentaries, tv programs.*  *ELLA 2006 Diary* | Focus on character development and development of critical literacy in respect of values and attitudes incorporated in the text.  Recounts from different points of view.  Evaluation in recount and how it positions the reader to regard events in a particular way. |  |
| To entertain, create, stimulate emotions, motivate, guide or teach.  Imaginative | Narrative  *Eg some picture books, shorts stories, novels, some ballads, fairy/folk tales, some myths, fables, legends and some song lyrics, films, videos, television programs.*  *BST 2007 The Egg*  *BST 2005 The Storm*  *BST 2004 Ancient Box*  *ELLA 2004 Trapped* | Focus on stages in a narrative, particularly development of resolution appropriate for complication. Focus on role of evaluation in predicting how resolution will be achieved and how readers are positioned in relation to characters and events.  Understanding of complication and evaluation can assist students to develop a critical orientation through understanding that evaluation positions the reader to regard the events in a particular way.  Focus on role of dialogue in character development and how it can guide action in narrative.  Develop a critical literacy in respect of character development and subject matter. |  |
| To summarise and respond personally to a text, artwork, performance, product, etc.  *Persuasive* | Personal Response | Subjective responses to literary texts in preparation for review writing. |  |
| To record in sequential order the steps taken to achieve a particular goal or outcome, after doing a procedure.  Informative | Procedural Recount | Accurate sequential order.  Appropriate subject-specific language.  Use of conjunctions to indicate time. |  |
| To summarise or analyse a literary text, artwork or performance and assess its appeal and value.  Persuasive | Review  BST 2006 What Faust Saw  ELLA 2005 The Triplets of Belleville | Write reviews that include book knowledge, critical orientation to events, inconclusive summary of events, character development and assessment of dominate messages and values. Recommendation is made on the basis of this information and an understanding of specific audiences. |  |

**Discussion**

**Social Purpose**

To examine issues from more than one perspective and make recommendations based on the weight of evidence.

Note: Discussion are like Expositions in many ways except that they consider at least two sides of an issue, which makes it a higher-order task. There are no significant differences in the kinds of language used in both text types. The differences are in the schematic structures of both.

**Stages in the text**

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| ***Statement*** *outlining the issue*- often accompanied by some background information about the issue. |
| ***Arguments for and against***- including evidence for different points of view/perspectives.   * Uses clearly structured sentences, with attention to how the beginning of a sentence (theme of clause) focuses the reader’s attention to the topic eg *Loggers…..* * Detailed noun groups to provide information in a compact way. Eg *The first settlers in the area, the manufacturing of school uniforms* (Note use of preposition to build noun group) * Use of abstract nouns *eg issue, concept, evidence, advantages.* * Uses passive voice to change the focus of information in the sentence *eg Old growth forests are threatened by logging interests.* (Also note here the modality, which is very high) * Varying degrees of modality. Eg *perhaps, must, should, definitely, rarely, ever, often, can, wouldn’t* * Varying degrees of modulation eg *believe, no wonder* * Use of adverbials of manner. Eg *hopefully, deliberately* * Uses complex combination of clauses as a contrast (also known in debating as rebuttal or to present and “even if” case.) Eg *While the case for logging in convincing, we need to consider…* * Use of additive, contrastive and causal connectives to link arguments eg *similarly, however, also, on the other hand, but, although, if, whether* * Uses evaluative language (connotative language that positions the reader in a particular way) eg *Numbers of endangered species plummet….* |
| ***A conclusion-*** Should sum up both sides but recommend in favour of one particular side. |

**Explanation**

**Social Purpose**

To explain scientifically how technological and natural phenomena come into being. Explains how or why things are as they are or how things work. Explanations are more about processes than things (information report).

**Stages in the text**

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| ***An identifying statement about what is to be explained*** – this stage is the ‘statement of phenomenon.’  General and abstract nouns eg earthquakes, democracy, hunting dogs. |
| ***A series of events know as the ‘explanation sequence’*** – the sequence is usually expressed in cause and effect but may be in time or according to both relationships.  Explanation sequence may look like this:  This thing >>>>>>>>> to become >>>>>>>>>>> to become  or state of goes through this thing & goes through this thing or  being this process or state this process state of being  This sequence continues till the final state of being or thing is produced.   * Use of paragraphs with topic sentences to organize information. * Detailed noun groups to provide information in a compact way. Eg *The particles of gas and dust.* * Builds extensive technical word families and word chains about the topic. * Focuses on technical words to ‘sum up’ a description eg *The point where the shock waves reach the surface is called the epicenter.* This sentence construction also lends itself to the “given / new” sequence of sentences in an explanation. Eg the next sentence would begin *“The epicenter…”* * Use of timeless present tense. (Unless the subject is extinct) * Passive voice to explain how things are acted upon. Eg The *cogs are turned by the handle Waves are caused by…The coldness is caused as a result of…*Passive voice can also be used to manipulate theme position in a sentence. Eg *Earthquakes are causes by movements of the earth’s plates.* * Uses language features to show time:   conjunctions of time – eg *first, afterwards, when, then, until, before, initially,*  phrases – eg *after that,*  dependant clauses – eg *while…*  verbs – eg *starts, continues*  nouns – eg *stage, era*   * Uses language features to show cause:   conjunctions – eg *because, if, so that, whenever*  phrases – eg *for this reason, as a result*  verbs – eg *to cause, to result in, creates, due to*  nouns – eg *the effect*   * May include visual images eg flow charts and diagrams that need to be carefully examined. |
| A ‘concluding statement’. |

**Exposition**

**Social Purpose**

To state a position with respect to an issue and argue a case for *or* against

**Stages in the text**

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| States thesis or position of writer |
| Writes a brief background of preview (optional depending on purpose) |
| Argues a point and elaborates where appropriate (May rebut any obvious arguments against)   * Relies on logical rather than temporal sequencing. * Changes the beginning focus of the clause (theme) eg *Pollution has been caused by ….*(passive). *Lead in petrol causes…*(active) * Uses general nouns to group or classify in order to deal with issues, ideas and phenomena (These terms may be precise and technical) eg *environmental groups, domestic pets, leisure time, Australia’s marine life, Multi-storey buildings* * Uses abstract nouns eg *policy, democracy, government, pollution* * Changes verbs into nouns (nominalization) to sound more objective eg *eg pollute* becomes *pollution* * Variety of modal verbs (statements) eg *It is important, We must save, You should not* * Uses modal adverbs eg *Certainly we must try, usually, probably* * Uses connectives to link arguments together eg *therefore, consequently, firstly, however, similarly, because, in summary* * Reported speech eg *Many residents say…, A number of newspapers have reported…* * Uses evaluative language eg *important, significant, valuable, it is not our responsibility, it is extremely important that we…, we have every right,* |
| Continues to introduce arguments with elaboration where appropriate. |
| Concludes or sums up, restating the thesis or providing a recommendation. |

**Factual Recount**

**Social Purpose**

To record a series of events in the sequence in which they occurred.

**Stages in the text**

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| ***Orientation*** Informs the reader about “who”, “where” and “when” |
| *Records events in chronological order.* Makes personal comments or evaluative remarks throughout the record.   * Focus on individual participants. * Descriptive words are used to construct a description of the world in which the events are taking place. * Use of past tense * Time conjunctions eg *when, then, first, next* * Uses temporal sequencing eg *Last year…, on the weekend…, when…, after ….., first…, in 1965, when he was five years old, At the outbreak of WWII, three years after he was elected, the next day* * Uses quoted and reported speech. |
| ***Reorientation*** “Rounds off” the sequence of events”. |

**Information Report**

**Social Purpose**

To classify and describe general classes of phenomena. They usually generally describe an entire class of things, whether natural, synthetic or social: mammals, the planets, rocks, plants, computers, countries of the region, transport, Christianity, democracy and so on.

**Stages in the text**

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| ***General statement-*** identifies the subject of the report, perhaps defining and classifying it. |
| ***Description-***  organized and presented in paragraphs.   * Information in “bundled” into information relating to particular aspects of the subject. Eg features, habits/behaviour, types, uses, qualities etc. * Each paragraph usually contains a sentence which previews the information in the rest of the paragraph. This sentence can be called topic sentence. Sometimes there is a sentence which has the function of previewing a section of text which may include a number of paragraphs. * Uses clearly structured sentences with attention to how the beginning of the sentence focuses the reader’s attention on the topic eg *The local government…* * The language of reports should reflect the technicality of the subject being described. Eg in meteorology, terms such as *average rainfall* or *cold front* would be technical terms used rather than *how much it rains* or *where it gets cold.* * General nouns used eg *droughts* rather than *there was a drought last year.* * Uses technical language to classify or define the subject. Eg *Dolphins are mammals, … is an orthopaedic surgeon.* Often uses “being” and “having” verbs to do this eg *is, has, are.* * Uses longer noun groups to build description eg *The biggest star in our solar system.* (Note that this noun group is built around the preposition *in.*) * Uses prepositions to build large descriptive noun groups or to specify a particular location. Eg *The ball is placed in the centre of the circle.* * Uses timeless present tense to indicate usuality (unless extinct) eg *Tropical cyclones always begin over the sea. Vultures circle their prey, … is a popular holiday destination.* * Uses passive voice when necessary to change the focus of the information in the sentence. Eg *meat and fruit are brought to the market* rather than *people bring meat and fruit to the market.* Passive voice can also be used to prevent blame eg *Trees are logged in the Tasmanian wilderness* rather than *local loggers cut down trees in the Tasmanian wilderness.* * Uses time connectives *eg After the birds leave the nests….* * Uses “hedging” language when necessary to qualify a statement eg most historians * Evaluative language is generally not used. Eg *layer of wood* not *layer of beautiful wood.* * Uses relational Processes eg *Jupiter is the largest planet in our solar system. Unlike rabbits, the your foxes are born fully haired.* * Refers to source material eg *according to Dr Higgins 1997….* * Uses bibliography where appropriate. |

**Narrative**

**Social Purpose**

To entertain, create, stimulate emotions, motivate, guide or teach.

Narratives construct a pattern of events with a problematic and/or unexpected outcome that entertains and instructs the reader. Narratives entertain because they deal with the unusual and unexpected development of events. They instruct because they teach readers that problems should be confronted and attempts made to resolve them. Narratives incorporate patterns of behaviour that are generally highly valued.

**Stages in the text**

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| ***Orientation*** This stage “alerts” the reader to what is to follow, usually by introducing the main character/s in a setting of time and place. The ‘who’, ‘what’, ‘when’ and ‘where’. |
| ***Complication*** In this stage a sequence of events, which may begin in a usual pattern, is disrupted and changed in some way so that the pattern of events becomes a problem for one or more of the characters. The events are evaluated by the character/s, and make it clear to the reader that a crisis has developed.  The complication is the backbone of the narrative. It is the stage of the story which provides the plot device on which the action turns. |
| ***Resolution*** The problem or the complication is resolved or attempted to be resolved in the resolution. A pattern of normalcy is restored to the events, but the main character/s has changed as a consequence of the experience. |
| ***Coda*** This stage is optional. It makes explicit how the character/s has changed and what has been learned from the experience. |

**Review (Response)**

**Social Purpose**

To summarise or analyse a literary text, artwork or performance and assess its appeal and value.

**Stages in the text**

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| ***Context*** This gives background information on the text that provoked the review eg author, type of work, setting and brief synopsis.   * Clause or sentence themes that are often the title of the book, name of the author, etc. |
| ***Description*** This describes the main characters and the pattern of their relationships. It also deals with some key incidents selected because they may give further insight into characters and the theme of the text.   * Temporal sequence of events when key events are summarized. |
| ***Judgment*** This is where the writer evaluates the work by giving an opinion or making a recommendation.   * Persuasive language used in judgment. |